

If you have questions about why you received a grade, I am happy to discuss it. However, questions about grades must wait at least 24-hours. If after this "cooling off period" you would like to contest a grade, I require a written request, outlining why you believe the grade you received was in error. Remember that I am not out to get you, and am more likely than not to give credit if it seems questionable.

Final grades will be determined according to the following percentages:

A = >93%	B- = 80%-82.9%	D+ = 67%-69.9%
A- = 90%-92.9%	C+ = 77%-79.9%	D = 63%-66.9%
B+ = 87%-89.9%	C = 73%-76.9%	F = <63%
B = 83%-86.9%	C- = 70%-72.9%	

POLICY MEMO

Over the course of the semester you will write a policy memo (or equally substantive alternative suitable for your internship). This memo will analyze and recommend a policy solution to a problem or issue related to the work being done at the student's place of internship.

A policy memo is a developed summary, not a research paper. And while the memo itself is relatively short (5-6 pages), it will nevertheless require a substantial amount of work to do well. Within the first few weeks of the internship, students should meet with their supervisor and let them know this class requires a writing or research component. The intern should ask if any of the staff have issues for which they could benefit from additional research. Specific projects may be developed with supervisors on the job but must be approved by the instructor. Examples of suitable projects include policy analyses of potential legislation, program or policy evaluations, or packets to support proposed or existing legislation or voter initiatives.

Using the following general framework for your report, your memo should accomplish the following:

1. Define a problem

What is and is not a problem is not the same for everyone, and even when there is agreement that something is a problem, there will often be disagreement on whether or not a policy solution is appropriate, and not to mention certain disagreement about which policy solution is best. You will need to clearly identify a problem and present it in a way

Papers MUST include a single-page executive summary. In the real world, this is all most people will read and should include all major points from your analysis as well as your recommendation.

PEER REVIEW

The most important thing to remember is that writing is fundamentally a form of communication between real people. Peer-review has two goals. The first is to help the writer to effectively communicate their research, their question, answer, and their evidence. The second goal of peer-review is to help the reviewer develop critical reading skills.

- a. Is the writing style clear and concise – that is does it avoid unnecessarily long sentences and minimize the use of jargon? Do sentences flow into one another?
9. What is the single most important thing they can do to improve their paper?

Build

You should write your journal entries in Blackboard. On three dates during the semester, I will grade your entries. You are free to reflect on any aspect of the experience that you encounter while interning at your organization. Feel free to include newspaper articles, photographs, flyers, or other materials relevant to your organization, and to be creative. I do not expect these journals entries to be polished essays, but I do not want them to be purely stream-of-consciousness writing either. Writing in your journal will be most valuable if you use consistently to record, reflect upon, and analyze specific issues and experiences. I will be reviewing your journal entries three times during the semester.

I will grade the journals as follows:

A: 2+ journal entries (of roughly one page in length ateria

CONTACTING ME

I am always happy to answer any and all questions you may have. If you have a short and simple question, please email it to me. For more complicated inquiries I would be happy to schedule a Zoom meeting.

SPECIAL NEEDS

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations please contact Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request accommodation for your disability. The timeliness of your request will allow LSS to promptly arrange the details of your support. LSS is located in Melrose Hall 020 (503-883-2562), or [_____](#). We also encourage students to communicate with faculty about their accommodations.

COVID-19 Consideration

Students who are currently sick or who are on quarantine will communicate to Jeff Larson, Program Director of Learning Support Services (LSS), as early as possible to request temporary accommodation for their individual situation. LSS is located in Melrose Hall 020 (503-883-2562) or [_____](#). Once notified by LSS for the need of accommodation, the instructor will determine the most appropriate way to stay current with class material and any missed work.

All Linfield University faculty, staff and students are required to adhere to the temporary policies including face coverings, physical distancing and others linked [_____](#).

COVID-19: In Case of Local Outbreak:

In the event of disruption of normal classroom activities due to a coronavirus outbreak, information pertaining to the completion of this course will be communicated to all students. It is possible that the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to the course syllabus by the instructor.

ACADEMIC MISCONDUCT

I take a VERY dim view of cheating and have some simple advice for those of you who may be tempted to rely on short-cuts and cheat your way through this class: don't do it.

I fully adhere to the college policy on academic honesty, as published in the Linfield College Course Catalog. If I catch you cheating, you will receive an F for the course, and I will see to it that your misconduct is duly noted in your academic record.

COURSE SCHEDULE²

Week 2, Jan 29

- Course overview
- Student Roundtable
 - What would you like to get out of your internship?
 - What is your plan to achieve this?

Week 3, Feb 5: NO CLASS

Week 4, Feb 12

- Bardach (Part I)
 - Instructor presentation
 - Discussion
- Student Roundtable
 - What are you doing in your internship?
 - What are examples of daily activities?
 - What challenges have you encountered?
 - How have you dealt with them?

Week 5, Feb 19

- Bardach (Part II and III)
 - Instructor presentation
 - Discussion
- Student Roundtable

Journal DUE

Week 6, Feb 26: NO CLASS

- DUE! One-page policy analysis proposal

Week 7, Mar 5: NO CLASS

Week 8, Mar 12: NO CLASS

Week 9, Mar 19: NO CLASS

- DUE! 1st Draft of Policy Analysis

Journal DUE

Week 10, Mar 26:

- DUE! Written peer-group feedback on Policy Analysis Draft
- Peer-Review meetings
- Student Roundtable

² Please note that this schedule is intended to be a guideline and that I reserve the right to make changes as needed. I do appreciate your flexibility.

